

Sixth Grade ESL

Beginner

Current Standard:

English Language Learners will develop the necessary listening, speaking, and reading skills for communication, word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print in order to be successful in the mainstream classroom.

Listening Standards

6.L.1. The student will show understanding of appropriate vocabulary.

6.L.2. The student will develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print text.

6.L.3. The student will understand the rules for conversation.

6.L.4 The student will demonstrate understanding of the details that support the main ideas and central elements of the content level text.

Speaking Standards

6.S.1 The student will communicate ideas clearly and effectively.

6.S.2 The students will use spoken English to build vocabulary within all academic areas.

6.S.3 Students will use English to develop the skills necessary to use proper grammar in spoken form within all content areas.

6.S.4 The student will use standard English in order to Organize and share information, stories, experiences, ideas, and feelings with others.

Reading Standards

6.R.1 The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print texts.

6.R.2 The student will use knowledge of letter- sounds correspondence in order to decode words.

6.R.3 The students will select appropriate synonyms and antonyms and multiple meaning words to derive meaning within the content area text.

6.R.4. The students will recognize and use grade appropriate and/or content specific vocabulary within the context.

6.R.5 The students will predict outcomes, state reasonable generalizations and draw conclusions within academic areas.

Writing Standards

6.W.1 The student will develop the structural skills of the writing process.

6.W.2 The student will develop the structural and creative skills of the writing process necessary to produce written language within the content area.

6.W.2.b Show understanding of idioms in a passage that is read orally. (e.g. writing complete paragraph)

6.W.2 The student will use standard English language conventions as appropriate to writing within the academic area.

6.W.3 The student will use correct spelling within content areas.

6.W.4 The Student will use correct punctuation.

6.W.5 The student will compose and write a variety paragraphs.

Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Listening Accomplishments

6.L.1. The student will show understanding of appropriate vocabulary.

- a. Demonstrate understanding of beginning level vocabulary .
- b. Demonstrate understanding of simple statements (SVO, SV,) composed of a limited vocabulary that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle).
- c. Demonstrate understanding of simple commands. (Line up., Sit down, etc.)

6.L.2. The student will develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print text.

- a. Demonstrate understanding of the main idea of oral directions.

6.L.3. The student will understand the rules for conversation.

- a. Demonstrate understanding of language functions (e.g., greetings).

6.L.4 The student will demonstrate understanding of the details that support the main ideas and central elements of the content level text.

Speaking Accomplishments

- 6.S.1 The student will communicate ideas clearly and effectively.
- Intelligibly pronounce words for beginning level (e.g. school, survival and family.)
 - Use words and/or gestures to respond to questions related to Beginning-level topics.
 - Read aloud personal information.
- 6.S.2 The students will use spoken English to build vocabulary within all academic areas.
- Name familiar classroom objects.
6. S. 3 Students will use English to develop the skills necessary to use proper grammar in spoken form within all content areas.
- Formulate simple sentences.
 - Answer questions using gestures and/or the word "no".
 - For a sequence of pictures, explain in simple sentences what the pictures are illustrating.
 - Provide personal information.
 - Use gestures to identify familiar objects.
- 6.S.4 The student will use standard English in order to Organize and share information, stories, experiences, ideas, and feelings with others.
- Use gestures to communicate effectively in grade-appropriate settings:
 - greeting,
 - expressing needs and wants;
 - use gestures to express a personal preference.

Reading Accomplishments

- 6.R.1 The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print texts.
- Identify directionality of written text.
 - Name all uppercase and lowercase letters of the alphabet.
 - Identify letters, printed words.
- 6.R.2 The student will use knowledge of letter- sounds correspondence in order to decode words.
- Identify sound-letter correlation.
 - Phonemic Awareness, Decoding, and Word Recognition
 - Decide whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
 - Identify most often used academic words.
- 6.R.3 The students will select appropriate synonyms and antonyms and multiple meaning words to derive meaning within the content area text.
- Identify antonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).

6.R.4. The students will recognize and use grade appropriate and/or content specific vocabulary within the context.

6.R.5 The students will predict outcomes, state reasonable generalizations and draw conclusions within academic areas.

- a. Show understanding of the order of events within a sequence or a process (e.g., put a set of five pictures in order).
- b. Identify the main character in a story.

Writing Accomplishments

6.W.1 The student will develop the structural skills of the writing process .

6.W.2 The student will develop the structural and creative skills of the writing process necessary to produce written language within the content area.

- a. Write the correct form of regular verbs.
- b. Show understanding of idioms in a passage that is read orally. (e.g. writing complete paragraph)

6.W.2 The student will use standard English language conventions as appropriate to writing within the academic area.

6.W.3 The student will use correct spelling within content areas.

6.W.4 The Student will use correct punctuation.

6.W.5 The student will compose and write a variety paragraphs.

Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers & Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

Algebra

- a. Patterns
- b. Sorting

Geometry

- a. Shapes
- b. Positions & Directions

Measurement

- a. Time

- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

High Beginner

Current Standard:

English Language Learners will develop the necessary listening, speaking, and reading skills for communication, word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print in order to be successful in the mainstream classroom.

Listening Standards

- 6.L.1. The student will show understanding of appropriate vocabulary.
- 6.L.2. The student will develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print text.
- 6.L.3. The student will understand the rules for conversation.
- 6.L.4 The student will demonstrate understanding of the details that support the main ideas and central elements of the content level text.

Speaking Standards

- 6.S.1 The student will communicate ideas clearly and effectively.
- 6.S.2 The students will use spoken English to build vocabulary within all academic areas.
- 6.S.3 Students will use English to develop the skills necessary to use proper grammar in spoken form within all content areas.
- 6.S.4 The student will use standard English in order to Organize and share information, stories, experiences, ideas, and feelings with others.

Reading Standards

6.R.1 The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print texts.

6.R.2 The student will use knowledge of letter- sounds correspondence in order to decode words.

6.R.3 The students will select appropriate synonyms and antonyms and multiple meaning words to derive meaning within the content area text.

6.R.4. The students will recognize and use grade appropriate and/or content specific vocabulary within the context.

6.R.5 The students will predict outcomes, state reasonable generalizations and draw conclusions within academic areas.

Writing Standards

6.W.1 The student will develop the structural skills of the writing process.

6.W.2 The student will develop the structural and creative skills of the writing process necessary to produce written language within the content area.

6.W.2.b Show understanding of idioms in a passage that is read orally. (e.g. writing complete paragraph)

6.W.2 The student will use standard English language conventions as appropriate to writing within the academic area.

6.W.3 The student will use correct spelling within content areas.

6.W.4 The Student will use correct punctuation.

6.W.5 The student will compose and write a variety paragraphs.

Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Listening Accomplishments

6.L.1. The student will show understanding of appropriate vocabulary.

a. Demonstrate understanding of high beginning level vocabulary .

b. Demonstrate understanding of comparative and superlative forms. (e.g. brave, braver, bravest)

c. Demonstrate understanding prepositions (e.g. on, under, below, above, at etc)

- d. Demonstrate understanding of simple statements (SVO, SV,) composed of basic words that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle).
 - e. Demonstrate understanding of simple complex commands.(e.g. Take out your pencil and paper and copy the sentence on the board.)
- 6.L.2. The student will develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print text.
- a. Demonstrate understanding of the main idea of a short oral passage.
 - b. Decode unknown words in context.
 - c. Understand simple questions pertaining to a short passage.
 - d. Demonstrate understanding of sequences of events after listening to a short passage.
 - e. Distinguish between true and false information.
 - f. Demonstrate understanding of the meaning of a short poem.
- 6.L.3. The student will understand the rules for conversation.
- a. Demonstrate an understanding of language functions (e.g., greetings, requests, offers of help, apologies).
- 6.L.4 The student will demonstrate understanding of the details that support the main ideas and central elements of the content level text.
- a. Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened second”).
 - b. Demonstrate the meaning of short poems.
 - c. Interpret abstract language (e.g. simple idioms, ex: eat like a bird)

Speaking Accomplishments

- 6.S.1 The student will communicate ideas clearly and effectively.
- a. Intelligibly pronounce words for beginning level (e.g. food, clothing, weather, calculator, time, money, and parts of the body.
 - b. Clearly pronounce the –s endings of academic level words (including adjectives and preposition combinations e.g. accustomed to.)
 - c. Clearly pronounce –ed endings of academic words, including regular past tense –ed forms of verbs and the past participle. (e.g. bored, concerned, etc.)
 - d. Use words and/or phrases to respond to questions related to high Beginning-level topics.
 - e. Read aloud material used with beginning and high beginning topics. (e.g. compound words such as housetop)
 - f. Use expression on the correct word in a sentence when speaking (e.g., do not stress function words).
- 6.S.2 The students will use spoken English to build vocabulary within all academic areas.
- a. Pronounce short grade level content vocabulary appropriately.

6. S. 3 Students will use English to develop the skills necessary to use proper grammar in spoken form within all content areas.

- a. Formulate simple sentences and simple compound sentences.
- b. Formulate clarifying questions.
- c. Orally demonstrate the ability to use the following verb tenses accurately.
- d. Respond accurately to questions containing commonly used modal auxiliaries.
- e. Answer questions using negative words or phrases.
- f. Use articles (“a(n)”, “the” orÆ) in all content areas.
- g. For a sequence of pictures, explain in complete sentences what the pictures are illustrating.
- h Ask and respond to questions intended to provide information on a grade-level school-based topic.
- i. Provide personal information.
- j. Respond to High Beginning topic questions.
- k. Use words or phrases to tell the use or purpose of familiar objects.

6.S.4 The student will use standard English in order to Organize and share information, stories, experiences, ideas, and feelings with others.

- a. Use the following language functions to communicate effectively in grade-appropriate settings:
 - making and accepting apologies;
 - inviting;
 - making suggestions;
 - expressing needs and wants,
 - asking for clarification; asking for directions;
 - asking advice;
- b. Express a personal preference.
- c. Narrate a grade-appropriate story based on a sequence of pictures.
- d. Be able to tell how two things are alike.

Reading Accomplishments

6.R.1 The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print texts.

- a. Identify parts of books (e.g., the front cover, back cover, title page, and author of a book or reading selection).
- b. Identify the direction to move within a word and across the lines of a text (e.g., sounding out left-to-right and reading text left-to-right).
- c. Identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line).
- d. Recognize and name all uppercase and lowercase letters of the alphabet.
- e. Identify letters, printed words, and printed sentences.
- f. Identify parts of text for learning (e.g. title page, table of contents, glossary, index)

6.R.2 The student will use knowledge of letter- sounds correspondence in order to decode words.

- a. Distinguish vowel and consonant sounds.

- b. Phonemic Awareness, Decoding, and Word Recognition
- c. Decide whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
- d. Decide long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).
- e. Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh), vowel digraphs (ea, oa, oo) and diphthongs (oi, ow).
- f. Orally blend words that have three or more phonemes
- g. Orally segment multi-syllabic words
- h. Identify pairs of single-syllable words that rhyme
- i. Identify most often used academic words.
- j. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words from academic readings (e.g., sound out: for, far, fir, fur, her).
- k. Sound out and blend words that have three or more phonemes.
- l. Read aloud short sentences that are statements, questions, and exclamations with natural tone (e.g., rising pitch at ends of questions).

6.R.3 The students will select appropriate synonyms and antonyms and multiple meaning words to derive meaning within the content area text.

- a. Identify antonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).
- b. Identify similar grade-level words from the grade level reading list.

6.R.4. The students will recognize and use grade appropriate and/or content specific vocabulary within the context.

- a. Read compound words.
- b. Identify personal pronouns.
- c. Identify nouns and noun phrases.

6.R.5 The students will predict outcomes, state reasonable generalizations and draw conclusions within academic areas.

- a. Show understanding of the order of events within a sequence or a process (e.g., put a set of five pictures in order).
- b. Identify the main idea or main topic when it is clearly stated.
- c. Identify the main idea or main topic when it is not clearly stated.
- d. Tell what would most likely happen next in a narrative (story).
- e. Identify the main character and all other important characters in a story.
- f. Tell about character's feelings at different points in a story.
- g. Understand the most important details in a story.
- h. Explain the differences about the literary elements of a story (characters and setting.)

Writing Accomplishments

6.W.1 The student will develop the structural skills of the writing process .

- a. Print in upper- and lower case.

- b. Write dictated words and sentences.
- 6.W.2 The student will develop the structural and creative skills of the writing process necessary to produce written language within the content area.
- a. Write the correct form of regular verbs from the High Level topics.
 - b. Write the correct form of appropriate irregular verbs (e.g., make/made) from academic readings.
- 6.W.2.b. Show understanding of idioms in a passage that is read orally. (e.g. writing complete paragraph)
- 6.W.2 The student will use standard English language conventions as appropriate to writing within the academic area.
- a. Write the correct form of subject-verb agreement.
 - b. Use nouns as direct objects
 - c. Use interrogative pronouns (who, what, where, when, + noun, which + noun) in simple questions (e.g., “What book is this?”).
 - d. Use High beginning indefinite pronouns with correct subject-verb agreement.
 - e. Use adverbs and adverb phrases in initial sentence positions.
 - f. Use direct quotations (e.g., Martha said, “I have a headache”; Martha said that she has a headache
 - g. Use coordinating conjunctions (i.e., “both...and”;
- 6.W.3 The student will use correct spelling within content areas.
- a. Spell high-frequency beginning word list.
- 6.W.4 The Student will use correct punctuation.
- a. Use periods at the ends of sentences.
 - b. Use apostrophes in contractions.
 - c. Use hyphens correctly in routinely hyphenated words.
 - d. Capitalize the first word in a sentence.
 - e. Capitalize street names.
 - f. Write complete simple sentences.
- 6.W.5 The student will compose and write a variety paragraphs.

Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers & Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

Algebra

- a. Patterns

- b. Sorting
- Geometry
 - a. Shapes
 - b. Positions & Directions
- Measurement
 - a. Time
 - b. Calendar
 - c. Money
 - d. Height & Weight
 - e. Temperature
 - f. Metric
- Data Analysis
 - a. Graphs
 - b. Charts
 - c. Parts of a Table

Intermediate

Current Standard:

English Language Learners will develop the necessary listening, speaking, and reading skills for communication, word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print in order to be successful in the mainstream classroom.

Listening Standards

- 6.L.1. The student will show understanding of appropriate vocabulary.
- 6.L.2. The student will develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print text.
- 6.L.3. The student will understand the rules for conversation.
- 6.L.4 The student will demonstrate understanding of the details that support the main ideas and central elements of the content level text.

Speaking Standards

- 6.S.1 The student will communicate ideas clearly and effectively.
- 6.S.2 The students will use spoken English to build vocabulary within all academic areas.
- 6.S.3 Students will use English to develop the skills necessary to use proper grammar in spoken form within all content areas.

6.S.4 The student will use standard English in order to Organize and share information, stories, experiences, ideas, and feelings with others.

Reading Standards

6.R.1 The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print texts.

6.R.2 The student will use knowledge of letter- sounds correspondence in order to decode words.

6.R.3 The students will select appropriate synonyms and antonyms and multiple meaning words to derive meaning within the content area text.

6.R.4. The students will recognize and use grade appropriate and/or content specific vocabulary within the context.

6.R.5 The students will predict outcomes, state reasonable generalizations and draw conclusions within academic areas.

Writing Standards

6.W.1 The student will develop the structural skills of the writing process.

6.W.2 The student will develop the structural and creative skills of the writing process necessary to produce written language within the content area.

6.W.2.b Show understanding of idioms in a passage that is read orally. (e.g. writing complete paragraph)

6.W.2 The student will use standard English language conventions as appropriate to writing within the academic area.

6.W.3 The student will use correct spelling within content areas.

6.W.4 The Student will use correct punctuation.

6.W.5 The student will compose and write a variety paragraphs.

Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Listening Accomplishments

6.L.1. The student will show understanding of appropriate vocabulary. a. Demonstrate everyday vocabulary(e.g. common classroom objects and activities.)

- a. Demonstrate understanding of content vocabulary .
- b. Demonstrate understanding of comparative and superlative forms. (e.g. brave, braver, bravest; more, most, most)
- c. Demonstrate understanding of prepositions of space, time, place, position, and reason.
- d. Demonstrate understanding of simple, compound and complex statements (SVO, SV, past, present, or future) made of academic words .
- e. Demonstrate understanding of complex commands containing content language.(e.g. Draw a map of Africa label, rivers, cities and countries.)

6.L.2. The student will develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print text.

- a. Listen attentively to a variety of media for specific information.
- b. Decode academic words in context using previously learned strategies.
- c. Demonstrate an understanding of cause and effect.
- d. Demonstrate literal understanding of orally presented content topic.
- e. Determine the answer to simple inference question from an orally presented grade-level passage.
- f. Understand the answer to simple conclusion questions regarding the meaning of an orally presented content area passage.
- g. Demonstrate understanding of sequences of events after listening to a short grade-level passage that reflects corresponding proficiency levels. (e.g. what happened second.)
- h. Distinguish between relevant and irrelevant information in a persuasive argument.
- i. Demonstrate understanding of the meaning of a poem containing two or more stanzas.
- j. Demonstrate understand of the theme in short fictional narratives.
- k. Demonstrate understanding of similes and metaphors.

6.L.3. The student will understand the rules for conversation.

- a. Demonstrate an understanding of language functions (e.g., greetings, requests, offers of help, apologies and others social words.

6.L.4 The student will demonstrate understanding of the details that support the main ideas and central elements of the content level text.

- a. Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened second”).
- b. Evaluate the usefulness of a convincing oral argument.
- c. Interpret abstract language (e.g. simple idioms, ex: eat like a bird; similes; as light as a feather; metaphors, Skip is s a clown.)

Speaking Accomplishments

6.S.1 The student will communicate ideas clearly and effectively.

- a. Clearly pronounce words from grade level content vocabulary.

- b. Clearly pronounce the –s endings of grade-level words (including the third person –s ending on present tense verbs, the possessive –s ending on nouns functioning as possessive adjectives (e.g., Bill’s coat, and the plural –s ending on nouns).
- c. Clearly pronounce –ed endings of academic words, including regular past tense –ed forms of verbs and the past participle. (e.g. walked, have walked , worried and have worried) .
- d. Speak confidently (i.e., speak at a normal rate with normal tone and phrasing) when discussing academic topics using complex sentences.
- e. Read aloud content area material for fluency with appropriate pronunciation and intonation .
- f. Use expression on the correct word in a sentence when speaking (e.g., do not stress function words).

6.S.2 The students will use spoken English to build vocabulary within all academic areas.

- a. Name familiar classroom objects.
- b. Pronounce grade level content vocabulary appropriately.
- c. Use grade-level idioms and local slang correctly.

6. S. 3 Students will use English to develop the skills necessary to use proper grammar in spoken form within all content areas.

- a. Formulate sentences with subordinate and relative clauses
- b. Orally demonstrate the ability to use the following verb tenses accurately: presently, past, present continuous present perfect, present perfect continuous and past continuous.
- c. Formulate sentences with modal auxiliaries and related idioms (e.g., had better, would rather, have to).
- d. Formulate conditional statements (e.g., If I were a millionaire, I would. . .).
- e. Formulate negative statements, avoiding double negatives and using “no” or “not” correctly.
- f. formulate negative statements , avoiding double negatives and using "no" or "not" correctly.
- g. Use quantifiers with count and non-count nouns.
- h. Demonstrate an ability to use prepositions of time, place, position, and reason.
- i. For a sequence of pictures, explain in complete sentences what the pictures are illustrating.
- j. Ask and respond to questions intended to provide information on a grade-level school-based topic.
- k. Provide personal information.
- l. Ask and Respond to grade level topic questions.
- m. Use a variety of sentences to tell the use or purpose of familiar objects.

6.S.4 The student will use standard English in order to Organize and share information, stories, experiences, ideas, and feelings with others.

- a. Use the following language functions to communicate effectively in grade-appropriate settings: ▪making and accepting apologies; ▪inviting; ▪making suggestions;

- expressing needs and wants, ▪asking for clarification; asking for directions; ▪asking advice; ▪agreeing and disagreeing
- b. Express a personal preference and give two or more reasons for it.
- c. Express an opinion about a grade-level issue and give two or more reasons to support it.
- d. Explain several steps involved in completing a common grade- appropriate activity in chronological order (i.e. arrangement of events or dates in the order in which they occur) [e.g. sequence of a story or life cycle etc.]
- e. Narrate a grade-appropriate story based on a sequence of pictures.
- f. Be able to tell how two things are alike and explain the differences between the two types of places, people or animals.

Reading Accomplishments

- 6.R.1 The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print texts.
- a. Identify the direction to move within a word and across the lines of a text (e.g., sounding out left-to-right and reading text left-to-right).
 - b. Use learned strategies to analyze text (illustrations/pictures, captions, headings and subheadings)
 - c. Use parts of text for learning (e.g. title page, table of contents, glossary, index)
 - d. Use parts of text for learning (e.g. title page, table of contents, glossary, index)
- 6.R.2 The student will use knowledge of letter- sounds correspondence in order to decode words.
- a. Decode unknown words in context using previously learned strategies.
 - b. Phonemic Awareness, Decoding, and Word Recognition
 - c. Decide whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
 - d. Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g.
 - e. Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh), vowel digraphs (ea, oa, oo) and diphthongs (oi, ow).
 - f. Orally blend words that have three or more phonemes
 - g. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read multi-syllabic words. (e.g., sound out: believe, later, labor).
 - h. Read words that have three or more phonemes and words that are multi-syllabic
 - i. Read aloud sentences that are statements, questions, and exclamations with natural tone (e.g., rising pitch at ends of questions).
- 6.R.3 The students will select appropriate synonyms and antonyms and multiple meaning words to derive meaning within the content area text.
- a. Identify antonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).
 - b. Identify synonyms of grade-level words.

6.R.4. The students will recognize and use grade appropriate and/or content specific vocabulary within the context.

- a. Identify differences between types of text (e.g. prose, poetry, magazines, newspapers, letters, play, and text books).
- b. Show understanding that common suffixes such as "ness" are added to root words.
- c. Show knowledge of the relationships between adjectives and related adverb forms that end in "-ly" (e.g., careless – carelessly; polite – politely; angry – angrily; correct – correctly).
- d. Decide the meaning of unfamiliar compound words by using an understanding of individual known words..
- e. Identify personal pronouns in academic reading.
- f. Identify nouns and noun phrases in academic readings.

6.R.5 The students will predict outcomes, state reasonable generalizations and draw conclusions within academic areas.

- a. Show understanding of the order of events within a sequence or a process (e.g., put a set of four sentences into chronological order).
- b. Identify the main idea or main topic when it is clearly stated.
- c. Identify the main idea or main topic when it is not clearly stated.
- d. Predict (Tell) what would most likely happen next in a narrative (story).
- e. Draw conclusions about the strength of an argument in a believable story.
- f. Identify the main character's attempts to solve his or her problem in a story (i.e., major plot events).
- g. Tell about character's feelings at different points in a story.
- h. Identify the main character's attempts to solve his or her problem in a story (i.e., major plot events).
- i. Explain the differences about the literary elements of a story (plot, character, setting, and point of view.)

Writing Accomplishments

6.W.1 The student will develop the structural skills of the writing process .

- a. Write cursive letters in upper- and lower case
- b. Write dictated words and sentences.
- c. Write the correct form of appropriate grade-level regular and irregular verbs.
- d. Write the correct form of appropriate irregular verbs (e.g., make/made) from
- e. Use past progressive verb forms.

6.W.2 The student will develop the structural and creative skills of the writing process necessary to produce written language within the content area.

- a. Write the correct form of regular verbs.

6.W.2.b. Show understanding of idioms in a passage that is read orally. (e.g. writing complete paragraph)

- a. Express future time with "if" clauses (e.g., "If you go to the party, you will have a good time").

- b. Use conditional verb forms with “if” clauses (“If I had enough money, I would buy new shoes”).
- c. Write verb forms with non-verb meaning (e.g., infinitives and gerunds).

6.W.2 The student will use standard English language conventions as appropriate to writing within the academic area.

- a. Write the correct form of subject-verb agreement with count and non-count nouns from the academic material.
- b. Use nouns as direct objects and objects of prepositions.
- c. Use possessive nouns correctly (e.g., Bill’s coat).
- d. Write the correct form of irregular count plurals (e.g., child/children) from academic material.
- e. Use indefinite articles “a” and “an” correctly with count and non-count nouns from academic material.
- f. Use demonstrative pronouns appropriately (e.g., “These are apples”).
- g. Use interrogative pronouns (who, what, where, why, when and how) in complex questions (e.g., “What is he doing?”).
- h. Use high intermediate indefinite pronouns with correct subject-verb agreement.
- i. Use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).
- j. Use common regular and irregular comparative and superlative forms of adjectives (e.g., bigger; strongest)
- k. Use adjective + preposition and verb + preposition combinations
- l. Use adverbs and adverb phrases in all appropriate sentence positions.
- m. Use direct quotations and indirect quotations (e.g., Martha said, “I have a headache”; Martha said that she has a headache.)
- n. Use coordinating conjunctions (i.e., “both...and”; “either...or”;.).
- o. Combine words as they normally appear in idiomatic English intermediate vocabulary.)

6.W.3 The student will use correct spelling within content areas.

- a. Spell high-frequency intermediate words.
- b. Spell common contractions.
- c. Spell high-frequency grade level words with non-English spellings (e.g., bouquet).

6.W.4 The Student will use correct punctuation.

- a. Use question marks at the ends of questions
- b. Identify misplaced commas, based on rules taught to date
- c. Use apostrophes in contractions.
- d. Use apostrophes to show possession for singular nouns...
- e. Use hyphens correctly in routinely hyphenated words (e.g., He is a well-known man) and “compound” hyphenations (e.g., Do you want first-, second- or third-class tickets?).
- f. Use quotation marks in direct quotations with attributive text at the beginning (e.g., Juanita said, “Take care of the cat.”)
- g. Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).

- h. Capitalize names of familiar books and underline or use italics for book titles.
 - i. Capitalize all salutations (greetings) and closings within a letter.
 - j. Capitalize beginning of direct quotations.
 - k. Capitalize mountains, rivers, and lakes.
 - l. Edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling tested to date.
 - m. Write compound sentences using "and" and "but."
- 6.W.5 The student will compose and write a variety paragraphs.
- a. Write a descriptive paragraph with a topic sentence and several supporting ideas.
 - b. Write a chronologically organized paragraph explaining a process.
 - c. Write a chronologically organized paragraph explaining a process.
 - d. Determine where paragraph breaks should occur.
 - e. Write a persuasive letter that takes a position on a school issue (e.g., Write either in favor of school uniforms or against them).
 - f. Determine the most effective order of sentences in a paragraph.
 - g. Choose an appropriate sentence to be added to a paragraph (e.g., topic sentence, body sentence, concluding sentence).
 - h. Eliminate an unnecessary sentence from a paragraph.

Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers & Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

Algebra

- a. Patterns
- b. Sorting

Geometry

- a. Shapes
- b. Positions & Directions

Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

High Intermediate

Current Standard:

English Language Learners will develop the necessary listening, speaking, and reading skills for communication, word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print in order to be successful in the mainstream classroom.

Listening Standards

- 6.L.1. The student will show understanding of appropriate vocabulary.
- 6.L.2. The student will develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print text.
- 6.L.3. The student will understand the rules for conversation.
- 6.L.4 The student will demonstrate understanding of the details that support the main ideas and central elements of the content level text.

Speaking Standards

- 6.S.1 The student will communicate ideas clearly and effectively.
- 6.S.2 The students will use spoken English to build vocabulary within all academic areas.
- 6.S.3 Students will use English to develop the skills necessary to use proper grammar in spoken form within all content areas.
- 6.S.4 The student will use standard English in order to Organize and share information, stories, experiences, ideas, and feelings with others.

Reading Standards

- 6.R.1 The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print texts.
- 6.R.2 The student will use knowledge of letter- sounds correspondence in order to decode words.
- 6.R.3 The students will select appropriate synonyms and antonyms and multiple meaning words to derive meaning within the content area text.
- 6.R.4. The students will recognize and use grade appropriate and/or content specific vocabulary within the context.
- 6.R.5 The students will predict outcomes, state reasonable generalizations and draw conclusions within academic areas.

Writing Standards

- 6.W.1 The student will develop the structural skills of the writing process.
- 6.W.2 The student will develop the structural and creative skills of the writing process necessary to produce written language within the content area.
- 6.W.2.b Show understanding of idioms in a passage that is read orally. (e.g. writing complete paragraph)
- 6.W.2 The student will use standard English language conventions as appropriate to writing within the academic area.
- 6.W.3 The student will use correct spelling within content areas.
- 6.W.4 The Student will use correct punctuation.
- 6.W.5 The student will compose and write a variety paragraphs.

Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Listening Accomplishments

- 6.L.1. The student will show understanding of appropriate vocabulary.
- a. Demonstrate understanding of content vocabulary .
 - b. Demonstrate understanding of comparative and superlative forms. (e.g. brave, braver, bravest; more, most, most)
 - c. Demonstrate understanding of most prepositions (including prepositions of manner and of comparisons)
 - d. Demonstrate understanding of simple, compound, and complex statements, including conditionals (SVO, SV, past, present, or future) made of academic words .
 - e. Demonstrate understanding of complex commands containing content language.(e.g. Draw a topographical map of Africa .)
- 6.L.2. The student will develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print text.
- a. Listen attentively to a variety of media for specific information.
 - b. Decode academic words in context using previously learned strategies.
 - c. Demonstrate an understanding of cause and effect.
 - d. Demonstrate literal understanding of orally presented content topic.

- e. Determine the answer to simple inference question from an orally presented grade-level passage.
- f. Understand the answer to simple conclusion questions regarding the meaning of an orally presented content area passage.
- g. Demonstrate understanding of sequences of events after listening to a short grade-level passage that reflects corresponding proficiency levels. (e.g. what happened second, third and fourth.)
- h. Distinguish between relevant and irrelevant information in a persuasive argument.
- i. Demonstrate understanding of the meaning of a poem containing two or more stanzas.
- j. Demonstrate understanding of the theme in short grade level fictional narratives.
- k. Demonstrate understanding of similes, metaphors and personification.

6.L.3. The student will understand the rules for conversation.

6.L.4 The student will demonstrate understanding of the details that support the main ideas and central elements of the content level text.

- a. Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened second”).
- b. Evaluate the usefulness of a convincing oral argument.
- c. Interpret abstract language (e.g. simple idioms, ex: eat like a bird; similes; as light as a feather; metaphors, Skip is s a clown.)

Speaking Accomplishments

6.S.1 The student will communicate ideas clearly and effectively.

- a. Clearly pronounce words from grade level content vocabulary.
- b. Clearly pronounce the –s endings of grade-level words (including the third person –s ending on present tense verbs, the possessive –s ending on nouns functioning as possessive adjectives (e.g., Bill’s coat), and the plural –s ending on nouns).
- c. Clearly pronounce –ed endings of grade-level words, including regular past tense –ed forms of verbs and the past participle. (e.g. talked and have talked .
- d. Speak confidently (i.e., speak at a normal rate with normal tone and phrasing) when discussing a grade-level topic.
- e. Read aloud content area material for fluency with appropriate pronunciation and intonation .
- f. Use expression on the correct word in a sentence when speaking (e.g., do not stress function words).

6.S.2 The students will use spoken English to build vocabulary within all academic areas.

- a. Pronounce grade level content vocabulary appropriately.
- b. Use grade-level idioms and local slang correctly.

6. S. 3 Students will use English to develop the skills necessary to use proper grammar in spoken form within all content areas.

- a. Formulate sentences with subordinate and relative clauses.

- b. Orally demonstrate the ability to use the following verb tenses accurately: presently, past, present continuous present perfect, present perfect continuous and past continuous.
- c. Formulate sentences with modal auxiliaries and related idioms (e.g., had better, would rather, have to).
- d. Formulate conditional statements (e.g., If I were a millionaire, I would. . .).
- e. Formulate negative statements, avoiding double negatives and using “no” or “not” correctly.
- f. formulate negative statements , avoiding double negatives and using "no" or "not" correctly.
- g. Use quantifiers with count and non-count nouns.
- h. Demonstrate an ability to use prepositions of time, place, position, and reason.
- i. For a sequence of pictures, explain in complete sentences what the pictures are illustrating.
- j. Ask and respond to questions intended to provide information on a grade-level school-based topic.
- k. Provide personal information.
- l. Ask and Respond to questions intended to provide information on a grade- level school-based topic.
- m. Use a variety of sentence structures to tell the use or purpose of familiar objects.

6.S.4 The student will use standard English in order to Organize and share information, stories, experiences, ideas, and feelings with others.

- a. Use the following language functions to communicate effectively in grade-appropriate settings: making and accepting apologies; ■inviting; ■making suggestions; ■expressing needs and wants, ■asking for clarification; asking for directions; ■asking advice; ■agreeing and disagreeing
- b. Express a personal preference and give two or more reasons for it.
- c. Express an opinion about a grade-level issue and give two or more reasons to support it.
- d. Explain several steps involved in completing a common grade- appropriate activity in chronological order (i.e. arrangement of events or dates in the order in which they occur) [e.g. sequence of a story or life cycle etc.]
- e. Narrate a grade-appropriate story based on a sequence of pictures.
- f. Be able to tell how two things are alike and explain the differences between the two types of places, people or animals.

Reading Accomplishments

6.R.1.The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print texts.

- a. Identify components of books (e.g., the front cover, back cover, title page, and author of a book or reading selection).
- b. Use learned strategies to analyze text (illustrations/pictures, captions, headings, subheadings and footnotes)
- c. Use parts of text for learning (e.g. title page, table of contents, glossary, index)

- 6.R.2 The student will use knowledge of letter- sounds correspondence in order to decode words.
- Decode unknown words in context using previously learned strategies.
 - Phonemic Awareness, Decoding, and Word Recognition
 - Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh), vowel digraphs (ea, oa, oo) and diphthongs (oi, ow).
 - Use knowledge of vowel digraphs and r-controlled letter-sound associations to read multi-syllabic words. (e.g., sound out: believe, later, labor).
 - Read words that have three or more phonemes and words that are multi-syllabic
 - Read aloud sentences that are statements, questions, and exclamations with natural tone (e.g., rising pitch at ends of questions).
- 6.R.3 The students will select appropriate synonyms and antonyms and multiple meaning words to derive meaning within the content area text.
- Identify antonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).
 - Identify synonyms of grade-level words.
- 6.R.4. The students will recognize and use grade appropriate and/or content specific vocabulary within the context.
- Identify differences between types of text (e.g. prose, poetry, magazines, newspapers, letters, play, and text books).
 - Show understanding that common suffixes such as "ness" are added to root words.
 - Show an understanding of the relationships between adjectives and related adverb forms that end in "-ly" (e.g., careless – carelessly; polite – politely; angry – angrily; correct – correctly).
 - Decide the meaning of unfamiliar compound words by using an understanding of individual known words.
 - Identify personal pronouns and the antecedent in grade level reading.
 - Identify nouns and noun phrases in grade level readings.
- 6.R.5 The students will predict outcomes, state reasonable generalizations and draw conclusions within academic areas.
- Show understanding of the order of events within a sequence or a process (e.g., put a set of four sentences into chronological order).
 - Identify the main idea or main topic when it is clearly stated.
 - Identify the main idea or main topic when it is not clearly stated.
 - Predict (Tell) what would most likely happen next in a narrative (story).
 - Draw conclusions about the strength of an argument in a believable story.
 - Identify the main character and all other important characters in a story.
 - Tell about character's feelings at different points in a story.
 - Identify the main character's attempts to solve his or her problem in a story (i.e., major plot events).
 - Explain the differences about the literary elements of a story (plot, character, setting, point of view, memory, and solution).

Writing Accomplishments

- 6.W.1 The student will develop the structural skills of the writing process .
- a. Write cursive letters in upper- and lower case
 - b. Write dictated words and sentences.
- 6.W.2 The student will develop the structural and creative skills of the writing process necessary to produce written language within the content area.
- a. Write the correct form of appropriate grade-level regular and irregular verbs.
 - b. Write the correct form of appropriate irregular verbs (e.g., make/made)
 - c. Use past progressive verb forms.
- 6.W.2.b. Show understanding of idioms in a passage that is read orally. (e.g. writing complete paragraph)
- a. Express future time with “if” clauses (e.g., “If you go to the party, you will have a good time”).
 - b. Use conditional verb forms with “if” clauses (“If I had enough money, I would buy new shoes”).
 - c. Write verb forms with non-verb meaning (e.g., infinitives and gerunds).
- 6.W.2 The student will use standard English language conventions as appropriate to writing within the academic area.
- a. Write the correct form of subject-verb agreement with count and non-count
 - b. Use nouns as direct objects and objects of prepositions.
 - c. Use possessive nouns correctly (e.g., Bill’s coat).
 - d. Write the correct form of irregular count plurals (e.g., child/children)
 - e. Use indefinite articles “a” and “an” correctly with count and non-count nouns
 - g. Use interrogative pronouns (who, what, where, why, when and how) in complex questions (e.g., “What is he doing?”) at grade level.
 - h. Use advanced indefinite pronouns with correct subject-verb agreement.
 - i. Use possessive adjectives and pronouns and reflexive pronouns appropriately (e.g., “my,” “mine,” “your,” “yours,” “myself”).
 - k. Use adjective + preposition and verb + preposition combinations
 - l. Use adverbs and adverb phrases in all appropriate sentence
 - m. Use direct quotations and indirect quotations (e.g., Martha said, “I have a headache”; Martha said that she has a headache.)
 - n. Use coordinating conjunctions (i.e., “both...and”; “either...or”; “not only...but also”).
 - o. Combine words as they normally appear in idiomatic English Advanced Vocabulary.)
- 6.W.3 The student will use correct spelling within content areas.
- a. Spell high-frequency advanced level words.
 - b. Spell common contractions.
 - f. Spell high-frequency grade level words with non-English spellings (e.g., bouquet).
- 6.W.4 The Student will use correct punctuation.

- a. Use exclamation marks with imperatives as appropriate (e.g., Stop!). Use commas in addresses and after introductory "yes" or "no."
 - b. Identify misplaced commas, based on rules taught to date
 - c. Use apostrophes in contractions.
 - d. Use apostrophes to show possession for singular nouns.
 - e. Use hyphens correctly in routinely hyphenated words (e.g., He is a well-known man) and "compound" hyphenations (e.g., Do you want first-, second- or third-class tickets?).
 - f. Use quotation marks in direct quotations with attributive text at the beginning (e.g., Juanita said, "Take care of the cat.")
 - g. Identify capitalized words that should not be capitalized. r. Capitalize names of cities, states, and countries. Capitalize names of cities, states, and countries.
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 - i. Capitalize all salutations (greetings) and closings within a letter.
 - j. Edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling tested to date.
 - k. Write simple negative sentences without double negatives.
 - l. Identify run-on sentences and sentence fragments.
- 6.W.5 The student will compose and write a variety paragraphs.
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